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ABSTRACT

This three-part paper consists of: (1) an annotated bibliography of tests for English as a Second Language and for learning ability, (2) a bibliography about second language testing, and (3) a list of ten principles for test construction and administration for those who wish to write their own tests. The bibliographies are not exhaustive, but the items listed are all readily available. (Author/TL)

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Indochinese Refugee Education Guides

#2

GENERAL INFORMATION SERIES: Testing English Language Proficiency

This three-part paper consists of A) a bibliography of tests; B) a bibliography about testing; and C) principles for test construction and administration. The bibliographies are designed to present some of the available testing materials and discussions of testing for your consideration. They are by no means exhaustive; rather, we have selected readily available materials, which, we feel, will be of maximum value to the classroom teacher. Thus, we have not included papers of an esoteric or highly technical nature, nor have we included tests requiring specially trained administrators or correctors.

While all of the test instruments have been annotated, only one of the texts, that by David P. Harris, has been. For the most part, the title of the paper adequately indicates the content. However, in the case of Professor Harris' book, a full annotation was made, largely to acquaint the reader with the potential of this work.

It should be remembered that, while these tests can be useful as indicators, they should not be given more importance than they have. That is, the administrators and evaluators of the tests must bear in mind that an individual's performance on any given test, taken on any given day may be very different on another day or with another test. Use the test results with discretion.

In addition to the two bibliographies, we have included a brief guide for the construction and administration of tests. If you decide that you wish to write your own test, this list should prove helpful.

A reminder: If your own local municipal or university library does not have the journal or book in which you are interested, ask the librarian if the journal may be obtained through the inter-library loan system.

Inclusion on this bibliography, of course, does not constitute an endorsement of any item, nor does it constitute an endorsement of any theoretical orientation.

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ACRONYM	LEVELS TESTED														
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	→
1. APELL	■	■	■												
2. Boehm		■	■	■	■										
3. CAT			■	■	■	■	■	■	■	■	■	■	■	■	■
4. CELT															
5. Diag. Test ESL															
6. Ilyin															
6a Ilyin Struc.															
7. Inter-Amer.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
8. SWCEL	■	■	■	■											
9. TOA	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
10. OPT										■	■	■	■	■	■
11. Michigan Test															
12. MAT-SEA-CAL		■	■	■	■	■									
13. Bilingual Struc.		■	■	■	■										
14. Tx.Child Mig.Prog.		■	■	■	■	■	■	■	■	■	■	■	■	■	■
SUBTOTAL	4	8	9	8	6	5	3	3	6	6	9	9	9	9	8

A: Bibliography of Tests

ASSESSMENT PROGRAM OF EARLY LEARNING LEVELS (APELL)

E.V. Cochran & J. Shannon
Edcodyne Corporation
Suite 935
1 City Boulevard West
Orange, California 92668 (1969)

Grade Range: Pre K-1

Administer to: Groups

Time: 40 minutes (2 sessions)

Languages: English, Spanish

REMARKS: A non-verbal test for identifying educational deficiencies at early childhood levels. The APELL test yields 16 scores: 4 Pre-Reading (visual & audial discrimination, letter names & total); 4 Pre-Math (attributes, number concepts & facts & total); 7 Language (nouns, pronouns, verbs, adjectives, plurals, prepositions & total); and 1 Total Score. The Manual gives norms for Total Score only. It may be administered in any language.

Cost: $35.00 for teacher's manual, student's manual and 35 response cards.

BOEHM TEST OF BASIC CONCEPTS

A.E. Boehm
Psychological Corporation
304 East 45th St.
New York, N.Y. 10017 (1969)

Grade Range: K-2

Administer to: Individuals or Small Groups

Time: 30 minutes

Languages: English, Spanish

REMARKS: This is a picture test designed to appraise mastery of basic concepts commonly found in early childhood instructional materials. These concepts are essential to understanding oral communications from teachers and other children. It is designed as both a diagnostic and remedial or teaching instrument; the Boehm identifies the particular concepts that are unknown to children for use as the focus of instruction.

Cost: $6.50 for directions, key and class record form - 30.

CALIFORNIA ACHIEVEMENT TESTS

E.W. Tiegs & W.W. Clark
CTB/McGraw-Hill
Del Monte Research Park
Monterey, Calif. 93940

or

CTB/McGraw-Hill
Order Service Center
Manchester Road
Manchester, Mo. 63011

Grade Range: 1-12

Administer to: Groups

Time: 1-3 hours

Languages: English

REMARKS: Designed to measure educational achievement and provide an individual analysis of a child's learning difficulties, the CAT consists of three sections: Reading, Arithmetic and Language. The skills assessed by this battery include Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, Arithmetic Fundamentals, and Mechanics of English and Spelling.

Order form A - Pre-test; or
B - Post-test

Grade:			
1.5-2	CAT-70-H/S-1	$11.55 for 35
2-4	CAT-70-H/S-2	11.55 for 35
4-6	CAT-70-3	15.40 for 35
6-9	CAT-70-5	15.40 for 35

COMPREHENSIVE ENGLISH LANGUAGE TEST (CELT)

D.P. Harris and L.A. Palmer
McGraw-Hill International Book Company/48
1221 Avenue of the Americas
New York, New York 10020

Grade Range: High School - Adult

Administer to: Groups

Time: 2 hours

Language: English

REMARKS: Designed to assess the English language proficiency of non-native speakers, the CELT provides a series of easy-to-administer tests, especially appropriate for intermediate and advanced high school, college and adult English as a Second Language courses. The CELT consists of three multiple-choice tests, Listening, Structure and Vocabulary, which may be used separately or as a complete battery. (cont.)

All the CELT tests use a separate answer sheet and a reuseable test booklet.

The listening test measures the ability to comprehend short statements, questions and dialogues as spoken by native speakers of English; it contains 50 items and takes about 40 minutes. The structure test has a total of 75 items to be answered in 45 minutes and measures the ability to manipulate the grammatical structures occurring in spoken English. The vocabulary test contains 75 items and requires 35 minutes to administer. It assesses the understanding of the kinds of lexical items which occur in advanced English reading.

Cost:			
	a)	Listening test-specimen set	$ 3.00
		complete with tapes	20.00
	b)	Structure specimen	2.50
		Structure test, complete	10.50
	c)	Vocabulary specimen	2.50
		Vocabulary, complete	10.50
	d)	100 answer sheets	4.00

DIAGNOSTIC TEST FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE

A.L. Davis
McGraw-Hill International Book Company
1221 Avenue of the Americas
New York, New York 10020

Grade Range: High School - Adult

Administer to: Groups

Time: 60 minutes

Language: English

REMARKS: This test is designed to assess knowledge of English structure and idiomatic vocabulary through 150 multiple-choice questions. The test can be used to determine whether special instruction is necessary; to place students in classes of different levels of proficiency; or to aid in the preparation of lesson plans. The instruction sheet which accompanies the test booklets and answer sheets contains a short section on scoring and interpretation.

Cost: $3.50 for test booklets and answer sheets.

ILYIN ORAL INTERVIEW

Donna Ilyin
Newbury House Publishers
68 Middle Road
Rowley, Mass. 01969

Grade Range: 7 - Adult

Administer to: Individuals

Time: 5-30 minutes

Language: English

REMARKS: Designed to test a student's ability to use English orally in response to hearing it, in a controlled situation. The Interview may be used to place incoming students in an appropriate level English as a Second Language class; to show achievement gains in a pre/post-test situation; or to correlate an individual's oral proficiency with his performance on tests that require reading or writing skills. The interview consists of 50 items, progressing from simpler to more difficult. Each item is scored for accuracy of information and accuracy of structure, including word order, verb structure and other structures; pronunciation and fluency are not scored.

Cost: Manual and test book: $14.50
Answer pad of 50 sheets: $1.95

ENGLISH LANGUAGE STRUCTURE TESTS

D. Ilyin and J. Best
Newbury House Publishers
68 Middle Road
Rowley, Mass. 01969

Grade Range: 7 - Adult

Administer to: Individuals

Time: 30 minutes

Language: English

REMARKS: 6 tests of English structure which can be correlated with the Ilyin Interview tests for placement of students. Two forms each of Beginning, Intermediate and Advanced tests.

Cost: Tests - $2.95; 50 Answer Sheets w/Key - $3.95

INTER-AMERICAN SERIES

H.T. Manuel
Guidance Testing Associates
6516 Shirley Ave.
Austin, Texas 78752

Grade Range: Pre K-13

Administer to: Groups

Time: 14-52 minutes

Languages: English, Spanish, French, Italian

REMARKS: This battery of tests includes: Test of General Ability; Test of Reading; Comprehension of Oral Language; Reading and Numbers; Inventory of Interests; the CIA (Cooperative Inter-American) Tests of General Ability; CIA tests of Reading; CIA Language Usage Test; CIA Natural Sciences and CIA Social Studies. The tests are published in all four languages and the children can be tested in their native language (for francophone bilinguals). Oral Language Test: Short test designed to estimate the child's ability to understand simple words or phrases read to him in English. Group-administered, it takes about 20 minutes. The child marks a picture in response to the expression read by the teacher.

Cost: Contact Guidance Testing Associates for price information.

SWCEL TEST OF ORAL ENGLISH PRODUCTION

Southwestern Cooperative Educational Laboratory
229A Truman N.E.
Albuquerque, N.M. 87108

Available from: ERIC Document Reproduction Service
P.O. Box 0
Bethesda, Maryland 20014
Ref: ED 042-793

Grade Range: Pre K-2

Administered to: Individuals

Time: 10-15 minutes

Language: English

REMARKS: Designed to evaluate English as a second language programs, this test was specifically designed to test children in the primary

grades. While pronunciation and vocabulary items are included, the test's major emphasis is on grammatical competence, measured in responses elicited in a "spontaneous" manner by the administrator. No special skills required to administer the test, just the manual and the kit of props, pictures, etc. The conversation is tape-recorded and sent to the SWCEL where it is scored by trained individuals.

Cost: Information not available.

TESTS OF GENERAL ABILITY (TOGA)

J.C. Flanagan
Science Research Associates
259 East Erie St.
Chicago, Illinois 60611

Grade Range: K-12

Administered to: Groups

Time: 45 minutes

Language: English

REMARKS: Designed for use in K-12, the TOGA provide a non-verbal measure of general intelligence and basic learning ability. The scores are said to reflect ability independent of school-acquired skills, and therefore the TOGA are particularly useful for students from culturally different backgrounds.

Cost:	K-2	pack of 25 answer books:	$ 6.30
	2-4	pack of 25 answer books:	6.30
	4-6	pack of 25 answer books:	8.30 (reusable)
	6-9	pack of 25 answer books:	8.30 (reusable)
	9-12	pack of 25 answer books:	8.30 (reusable)
		100 answer sheets	10.50
		stencils	.67

ORAL PLACEMENT TEST AND ORAL PRODUCTION TESTS

R. Poczik
Bureau of Basic Continuing Education
State Education Department
Albany, N.Y. 12224

(cont.)

Grade Range: 7-Adult

Administered to: Individuals

Time: 5-10 minutes

Language: English

REMARKS: The Oral Placement Test is designed to place students in one of three ESL levels. The test is totally oral, consisting of 15 question-answer items, and suggested questions for a brief "free" conversation. The measure yields scores for Auditory Comprehension, Oral Production and Conversation. The Production Tests are based on the Orientation in America Series and may be inappropriate if other texts are used. These tests are used to evaluate the students' oral achievement with regard to curriculum covered. Each test has a question-answer section and a free conversation section with an oral rating scale. The test format could be adapted to other texts by substituting the questions from whichever text is in use.

Cost: Free of charge.

BILINGUAL SYNTAX MEASURE

M.K. Burt, H. Dulay, E. Hernandez
Harcourt, Brace, Jovanovich
New York, N.Y.

Grade Range: Pre K-3

Administer to: Individuals

Time:

Language: English and Spanish

REMARKS: This test measures the child's structural proficiency in English. It can also be used for diagnosis and placement. The child response booklets are available in English or Spanish. Specify which edition you want.

Cost: Test booklet, 35 response booklets and manual: $45.00

MAT-SEA-CAL ORAL PROFICIENCY TESTS

J. Matluck & B. Mace-Matluck

Available from: The Center for Applied Linguistics
1611 North Kent St.
Arlington, Va. 22209

Grade Range: K-4

Administer to: Groups and Individuals

Time: 25-40 minutes

Language: English, Cantonese, Mandarin, Ilokano, Spanish and Tagalog

REMARKS: This test is designed to 1) determine the child's ability to understand and produce distinctive characteristics of spoken English, express known cognitive concepts and to handle learning tasks in English and 2) to provide placement and instructional recommendations with respect to alternate programs such as special English or bilingual education. The test consists of three parts: Part I tests Listening Comprehension and is group-administered (27 items). Parts II and II are individually administered and test Sentence Repetition (26 items) and Structured Response (28 items). The test uses visual aids as well as tape-recorded stimuli which are not essential to the test. It can be scored by the administrator.

Cost: Information not available.

MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY

J. Upshur & J. Harris, et al
English Language Institute
The University of Michigan
Ann Arbor, Michigan

Available from:
Follett's Michigan Bookstore
322 South State St.
Ann Arbor, Michigan 48108

Grade Range: 9-Adult

Administer to: Groups

Time: 75 minutes

Language: English

REMARKS: This test consists of three parts: Grammar, Vocabulary and Reading Comprehension. It can be used diagnostically for placement, or as a post-test to see how much the student has learned. The test consists of 100 items: 40 in the grammar section, 40 in the vocabulary and 20 in reading comprehension. (cont.)

It is totally non-verbal. Some of the grammar items in Form D appear stilted, but this fault has been corrected in the E Form of the test.

Cost: $8.00: 1 form: 20 copies, 100 answer sheets, 1 manual, 1 stencil

TEXAS CHILD MIGRANT PROGRAM TESTS

Oral Language Committee
Migrant and Preschool Programs
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

Grade Range: K-3

Administer to: Individuals and Small Groups

Languages: English, Spanish, adaptable to others

REMARKS: This series is the result of the work of the Texas Education Agency, which tried to establish a series of pre-/post-tests designed to test the communication skills and concept-retention of children from linguistically different backgrounds. The tests are easily administered, using readily available props, and ask the child to tell a story, engage in a conversation, etc. Each pre-test is also designed to test retention of the concepts taught the year before. The Performance Objectives Manual includes a cogent discussion of the theoretical (linguistic, social and ethical) bases of the tests, as well as a narrative description of the levels of fluency. The tests appear to be easily adaptable for use with a variety of students in a variety of situations.

Cost: The test is being deposited into the ERIC system, hence, only ERIC's reproduction costs would have to be paid.

B: Bibliography About Testing

1. Harris, David P., Testing English as a Second Language, McGraw-Hill, N.Y., 1969, 151 pp. $3.50.

This concise book explains clearly the rationale for testing, as well as explaining how to construct tests, administer them, and interpret them. Because his work focuses primarily on the teaching of English as a second language, Professor Harris discusses different types of questions to use when testing grammar, vocabulary, reading comprehension, writing and speaking. Equally important, however, the classroom teacher with little testing experience will find the discussion of the more technical side of testing useful. Harris shows how to compute means, medians, standard deviations, test reliability, etc., and discusses ways in which the teacher can effectively interpret these figures. While specifically geared to the needs of the teacher of English as a second language, Professor Harris' book will prove useful to any teacher required to set or interpret tests.

2. Allen, Virginia French, "Toward a Thumb-Nail Test of English Competence", in Papers on Language Testing, 1967-1974, edited by Leslie Palmer and Bernard Spolsky, TESOL, Washington, D.C , 1975.*

3. Clark, John L.D., Foreign Language Testing: Theory and Practice, The Center for Curriculum Development, Inc., Philadelphia, Pa., 1972, 174 pp.

4. Daniels, Alan, "Language Proficiency Testing and the Syllabus", in Testing in 2nd Language Teaching, ed by Maureen Concannon O'Brien, University of Dublin Press, Dublin, Ireland, 1974, pp. 18-2[illegible].

5. Foreign Service Institute, "A Checklist for Self-Appraisal of Speaking Proficiencies", School of Language Studies, Arlington, Va., undated.

6. Ilyin, Donna, "Structure Placement Tests for Adults in English Second Language Programs in California" in Papers on Language Testing, 1967-1974.

7. Oller, John, "A Cloze Test of English Prepositions" in Papers on Language Testing, 1967-1974.

8. Plaister, Theodor H., "Testing Aural Comprehension; A Culture-Fair Approach", in Papers on Language Testing, 1967-1974.

9. Rand, Earl, "A Short Test of Oral English Proficiency", Language Learning, Vol. 13, No. 3.

10. Robinson, Peter, "Oral Expression Test" in English Language Teaching, Vol. 25, No. 5, 1970.

* Papers on Language Testing, 1967-1974 is available from TESOL, 455 Nevils Building, Georgetown University, Washington, D.C., at $6.50 to non-TESOL members and $5.00 to members.

11. Robinson, Peter, "Testing the 2nd Language Competence of Children & Adults", paper presented at the 4th Annual Conference of IATEFL, London, 1971.

12. Spolsky, Bernard, et al, "Three Functional Tests of Oral Proficiency", in Papers on Language Testing, 1967-1974.

13. Spolsky, Bernard, et al, "Preliminary Studies in the Development of Techniques for Testing Overall Second Language Proficiency", in Language Learning, Spec. Issue #3, 1968, pp. 77-102.

14. Spolsky, Bernard, "Language Testing -- The Problem of Validation", in Papers on Language Testing, 1967-1974.

15. Upshur, John A., "Objective Evaluation of Oral Proficiency in the ESOL Classroom", Papers on Language Testing, 1967-1974.

16. Upshur, John A., "Cross-Cultural Testing: What to Test", Language Learning, Vol. XVI, Nos. 3 & 4, pp. 183-196.

17. Upshur, John A., "Testing Foreign Language Functions in Children", TESOL Quarterly, Vol. 1, #4, pp. 31-34.

18. Valette, Rebecca, Modern Language Testing: A Handbook, Harcourt, Brace & World, N.Y., 1967.

19. White, Ronald, "Communicative Competence, Register and 2nd Language Teaching", International Review of Applied Linguistics in Language Teaching, Vol. 12, No. 2, 1974, pp. 127-142.

C: Principles for Test Construction and Administration

1. First, decide what you want to test. If, for example, you wish to test vocabulary, but your test uses written stimuli, you may be testing reading skills more than vocabulary. For an oral test, use oral or pictoral stimuli. However, if you must use written stimuli try to place the vocabulary item into a context:

   1. The cat is agile. "Agile" means about the same as:

      a. clumsy
      b. quick
      c. yellow
      d. graceful

2. If you use pictoral stimuli, keep from being culture bound. Ask yourself "Does this picture mean the same thing to everyone?"

3. If you use written stimuli, be sure to accept all possible contact variations. Given the fact that your students may have learned English in the British style, your test should not penalize them for using British writing mechanics.

4. Start your test with easier items and build up to the more difficult ones. This will increase the examinee's self-confidence and allow him to do a better job on the test.

5. Pre-test the items on your examination before you give it to insure the validity of the test items. You may find that particular items are too difficult or too easy and you may wish to replace these.

6. Use plenty of examples to show what the examinee must do before beginning the test. Make sure he understands what is expected of him.

7. Insure that all instructions are clear, brief and unambiguous.

8. Insure that the examinee has enough time to complete the test.

9. If you give a multiple choice test, use separate answer sheets. These may be grid-scored, which allows the test booklets to be reused.

10. Never reinforce during the test, particularly if it's an interview-type test. Remain neutral, expressing neither approval nor disapproval. While you should repeat a stimulus if the examinee has not heard it, do not press the examinee to answer if he has obviously not understood your stimulus. Remember that if the examiner is relaxed and friendly, the inherent tension of the test situation will be reduced and the examinee will have a better opportunity to perform well.